

**Office of Academic Program Assessment, Office of Academic Affairs**  
**The 2012-2013 ANNUAL ASSESSMENT REPORT TEMPLATE**

All annual assessment reports should be submitted by the academic unit (College/Department/Program) to the College Dean for review and onward transmittal to Academic Affairs. Reports are due in Academic Affairs no later than **July 1 each year** in electronic format.

Please directly answer the following questions and make sure the answers to each question are written in a way that is easy for the general public and for the students, faculty, staff, and administrators **to understand and to use**. To ensure that the various readers have enough information to **evaluate all parts of the report** -- the learning outcomes, the methods/data, the criteria/standards of performance, the interpretations, and the conclusions -- please make sure you provide explicit information including how you have selected your sample (e.g. students or their work) and how you have analyzed and interpreted the data. There is no specific length expectation, although conciseness should be the goal.

**BA IN ANTHROPOLOGY**

**1. As a result of last year's assessment effort, have you implemented any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals?**

**a. If so, what are those changes? How did you implement those changes?**

**b. How do you know if these changes have achieved the desired results?**

**c. If no, why not?**

During the academic year 2010-11<sup>1</sup>, the Department of Anthropology focused on the 3rd element of the Department **Learning Goals and Objectives: Use of Anthropological Perspectives**. Out of the 12 essays evaluated, 9 essays had difference in assigned grade ranging from 1 point to 2 points, and only 3 had assigned grades where the difference was less than 1 point. This variation in the grades enthused a discussion about a range of issues pertaining to assessment. It was concluded that the variations in the scores could be possibly explained by the difference in the manner in which faculty from the four different sub-disciplines in Anthropology (Archaeology, biological Anthropology, Cultural Anthropology and Linguistic Anthropology) interpreted "Anthropological Perspectives." This led to the conclusion that the Department of Anthropology has to fine tune the method of assessment.

In response to the conclusion arrived in 2010-11, it was decided that the next time around the department will assess the same learning outcome, i.e. **Use of Anthropological Perspectives** but introduce a slightly different approach to the assessment. The difference lies

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<sup>1</sup> The department did not engage in assessment in academic year 2011-12 because of the IPP..

in the fact that unlike in 2010-11, when all faculty members assessed all essays spread across the four sub-disciplines, this time around faculty from each sub-discipline will assess students' performance within their area of sub-disciplinary expertise. Stated differently, archaeologist will assess students' performance in archaeology only. Similarly, biological anthropologists, cultural anthropologists and linguistic anthropologists will assess students' performance in their individual sub-discipline.

**2. As a result of last year's assessment effort, have you implemented any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning?**

**a. If so, what are those changes? How did you implement those changes?**

**b. How do you know if these changes have achieved the desired results?**

**c. If no, why not?**

No long term permanent changes have been implemented to the Anthropology curriculum based on the conclusions arrived at as a result of assessment in 2010-11. However, pursuant to conversation among the faculty members following the 2010/11 assessment, the department is introducing ANTH 196S - Senior Seminar in Anthropology (3 Units) on an experimental basis. This seminar will be team-taught and will challenge students to draw on and articulate the knowledge they have gathered across the four sub-disciplines while addressing the thematic focus of the seminar. The seminar will also emphasis writing. The assignments will be used to assess all the learning outcomes for the program. We plan to run this seminar for two years (Fall 13 and Fall 14) and assess its utility for assessment in the future.

**3. What PROGRAM (not course) learning outcome(s) have you assessed this academic year?**

The Department assessed the Use of Anthropological Perspectives during the academic year 2012-13. See details of this learning outcome listed below

**Use of Anthropological perspectives**

- I.** Critical Engagement with the Literature
- II.** Application of Perspectives
- III.** Research Evidence
- IV.** Inferences/Limitations

**4. What method(s)/measure(s) have you used to collect the data?**

After briefly recalling the outcome of our last assessment (held in 2011/11), at the faculty meeting of --- the department faculty agreed on assessing the Use of Anthropological Perspective again at the sub-disciplinary (sub-D) level. Courses chosen to be assessed are: 1) Anth 115 (**Origins of Agriculture**); 2) ANTH 146 (**Ethnographic Analysis**); 3) ANTH 151 (**Human Paleontology**), 4) ANTH 168 (**Folklore in Anthropological Perspective**) from spring 2013 semester. Each of these courses satisfy the Foundational Requirements of the undergraduate program in Anthropology.

The instructors of the just listed courses are requested to pick three papers (numbers 7th, 12th and 14th of the class roster; [randomly chosen numbers]).

The three selected essays from each of the above mentioned courses were circulated among the faculty within the respective subdiscipline. Details are as follows,

Samples from **Anth 115: Origins of Agriculture**, a foundational Archaeology course were evaluated by four archaeologists.

Samples from **Anth 146: Ethnographic Analysis** were evaluated by four cultural anthropologists.

Samples from **Anth 151: Human Paleontology** were evaluated by three biological anthropologists.

Samples from **Anth 168: Folklore in Anthropological Perspective** were evaluated by two linguistic anthropologists.

##### **5. What are the criteria and/or standards of performance for the program learning outcome?**

Each faculty member (at the sub-D level) is to assess each essay using the assessment rubric adapted earlier by the department assessment committee. Accordingly, each student essay is assessed on the extent to which it demonstrates four components of anthropological perspective, namely, critical engagement with the literature, application of anthropological perspectives, research evidence, and draws Inferences and identifies limitations.

Each essay is assigned a score ranging from 4 (Capstone) to 1 (Benchmark).

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?

a. In what areas are students doing well and achieving the expectations?

b. In what areas do students need improvement?

	Archaeology			Cultural			Linguistic			Physical		
Essays ->	A	B	C	A	B	C	A	B	C	A	B	C
<b>Anthropological Perspectives</b>												
Critical Engagement with the Literature	4, 4, 3, 3	3+, 3, 3+, 3	3+, 3, 3-, 3	1, 2, 2	1, 1, 1	4, 3, 4	4,4	2, 2	2.5,3.5	3,3,3	3,2,3	4,4,4
Application of Perspectives	3+,3+, 3, 3	3, 3, 3+, 3	3-, 3, 3-, 3	2, 2, 2	1, 1, 1	3, 3, 3	3,3	2, 2	3,3.5	4,4,4	3,2,3	4,4,3
Research Evidence	3+, 3, 3-, 3	3+, 3-, 3, 3	3, 3, 3, 3	1, 2, 2	1, 2, 1	3, 3, 3	3,3	2, 2	3,3	2,3,3	2,2,2	4,4,3
Inferences/ Limitations	3-, 3, 2+, 2	3-, 2+, 3, 3	3-, 3, 3-, 3	1, 2, 2	1,1,1	3,3,3	4, 3.75	2, 2	2.5, 3	3,3,4	3,2,3	4,4,3

In comparison to the scoring in the our 2010/11 assessment report, scores listed above show that there less disagreement among the faculty of a sub-D on the assigned grade (score) of each student essay. One implication of the pattern shown in this table is that it make a better sense to do this kind of assessment at the sub-D level. However, this still leaves unanswered the question of assessing anthropological perspectives in a holistic manner. Stated otherwise, we still need to workout a methodology for assessing anthropology major's ability to apply anthropological perspectives in a holistic manner than thinking from the perspective of a sub-D. The experimental course ANTH 196S: Senior Seminar, scheduled for Fall 13 and Fall 14, is geared to precisely address this blind spot. Further discussion will also be initiated at the Department Retreat scheduled for the last week of August 2013.

**7. As a result of this year's assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?**

**a. If so, what changes do you anticipate? How do you plan to implement those changes?**

**b. How do you know if these changes will achieve the desired results?**

While this year's assessment did solve the problem disagreement among the faculty on assessing the quality of student essay across the department, it has not settled the question of assessing anthropological perspectives in a holistic manner. As already indicated above, we plan to revisit this issue after conducting the experimental Senior Seminar (Anth 196S) over the next two fall semesters.

**8. Which program learning outcome(s) do you plan to assess next year? How?**

Since this year is the last year of our department's 4 year assessment plan (initiated in 2009-10), the Department of Anthropology will formulate a new assessment plan for the four years. The Department of Anthropology is schedule to team-teach ANTH 196S an experimental senior seminar exploring. This course is for enrollment only to graduating seniors. We hope to use student's performance in this course to assess all four Learning Goals and Objectives namely, Inquiry and Analysis, Critical Analysis, Use of Anthropological Perspectives and Written Communications.